

WESTON HISTORICAL SOCIETY

REPORTS

OF THE

TOWN OF WESTON,

FOR

THE YEAR ENDING

March 31, 1862.

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BOSTON:

J. M. HEWES, PRINTER, 81 CORNHILL.

1862.



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# TOWN OFFICERS

SERVING FOR THE YEAR ENDING MARCH, 1863.

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## SELECTMEN,

SIMEON W. BROWN, ALONZO S. FISKE,  
INCREASE LEADBETTER, JR.

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## OVERSEERS OF POOR,

ALONZO S. FISKE, EDWARD COBURN,  
MARSHALL CUTTING.

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## SCHOOL COMMITTEE,

C. H. TOPLIFF, 2 years, NATHAN HAGAR, 1 year,  
EDWIN HOBBS, 3 years.

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## LIBRARY COMMITTEE.

OTIS E. HUNT, C. H. TOPLIFF,  
NAHUM SMITH.

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## ASSESSORS.

ALONZO S. FISKE, BENJAMIN PEIRCE, JR.,  
ABIJAH COBURN.

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## SURVEYORS OF HIGHWAYS,

MARSHALL S. UPHAM, Dist. 1.	ALONZO S. FISKE, Dist. 4.
LUTHER S. UPHAM, " 2.	STEPHEN SEAVERNS, " 5.
GEORGE W. DUNN, " 3.	SAMUEL F. CLARK, " 6.

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## TOWN CLERK,

NATHAN HAGAR,

## TREASURER,

HORACE HEWS.

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## COLLECTOR,

HORACE HEWS.

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## CONSTABLES,

HORACE HEWS, EDWARD COBURN,  
GEORGE W. CUTTING, JR.

# TREASURER'S REPORT.

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THE undersigned, Treasurer of Weston, herewith submits his  
account of Receipts and Expenditures for the year ending this day.

HORACE HEWS.

WESTON, MARCH 31, 1862.

## RECEIPTS.

Balance in the Treasury, March 31, 1861,	\$1,472 96
Sundry Loans, . . . . .	2,100 00
State of Massachusetts, School Fund, . . . . .	42 12
Joel Upham, liquor agent, . . . . .	24 32
Nathan Hagar, dog licenses, . . . . .	9 00
Use of Town Hall and lights, . . . . .	8 50
Benjamin Peirce, Jr., for lumber, . . . . .	2 18
Damage to Town Hall, . . . . .	1 00
Andrew Floyd, burial lot, . . . . .	50
Benj. Peirce, Jr., Collector, Taxes, 1852-56,	14 07
Simeon W. Brown, " " 1857-60,	39 11
" " " " 1858,	10 02
" " " " 1860,	241 58
" " " " 1861,	5,137 14
	<hr/> \$9,102 50

## SUMMARY OF EXPENDITURES.

Instruction of public schools, . . . . .	1,627 12
Town buildings, . . . . .	2,543 79
Roads and bridges, . . . . .	1,520 19
Support of poor, . . . . .	1,049 49
*State tax, . . . . .	339 00
Loans and interest, . . . . .	568 15
Incidental expenses, . . . . .	312 14
Services of town officers, . . . . .	497 00
Balance in Treasury, . . . . .	645 62
	<hr/> \$9,102 50

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\* County Tax, 984 81, paid by Collector, Simeon W. Brown.

## ITEMS of Expenditure under the several heads.

## PUBLIC SCHOOLS.

Frederick L. Holmes, teacher of Centre School,	\$300 00	
Emily A. Weston, " District No. 1, .	188 77	
H. Maria Jones, " " 2, .	188 77	
Caroline A. Bruce, " " 3, .	188 77	
D. A. Partridge, " " 4, .	193 77	
Charlotte S. Coburn, " " 5, .	188 77	
Ellen M. Hoar, " " 6, .	188 77	
Nathan Upham, wood, . . . . .	115 00	
Nathan Hagar, fuel, . . . . .	22 50	
E. A. Jones, care of Centre school-room, . .	10 00	
Sundry persons, care of school-rooms, . .	42 00	
	<hr/>	\$1,627 12

## TOWN BUILDINGS.

New alms-house, . . . . .	2,450 00	
Benjamin Peirce, Jr., labor, &c., at town-house, .	4 20	
J. A. Alcott, mason work on town-house, . .	1 50	
Wm. G. Shattuck, repairing settees, . . . .	6 50	
Rufus Stickney, repairing funnel, . . . .	75	
Tuttle, Garfield & Co., window glass, . . .	2 88	
Benjamin Peirce, Jr., brackets for library, .	80	
School Committee, repairs on school-houses, .	15 81	
Digging well in Districts Nos. 1 and 3, . .	50 60	
Thomas B. Jones, setting glass, . . . . .	4 00	
Adolphus Bruce, labor on town-house, . . .	6 75	
	<hr/>	\$2,543 79

## ROADS AND BRIDGES.

*Repairs on Roads for 1860.*

Nathan Barker, District No. 1, . . . . .	36 79	
Leonard L. Brown, District No. 2, . . . . .	2 00	
	<hr/>	\$38 79

*Repairs on Roads for 1861.*

John Derby, District No. 1, . . . . .	283 88	
Luthur S. Upham, " " 2, . . . . .	243 57	
George W. Dunn, " " 3, . . . . .	60 75	
Alonzo S. Fiske, " " 4, . . . . .	162 15	
Stephen Seaverns, " " 5, . . . . .	195 94	
Horace Leadbetter, " " 6, . . . . .	78 68	
	<hr/>	\$1,024 97

*Extra Road Expenses.*

John Derby, breaking out roads, . . . . .	41 00	
" " planking bridge, . . . . .	7 30	
Luther S. Upham, breaking out roads, . . .	20 48	
" " for plough, . . . . .	12 15	
	<hr/>	

*Amount carried forward,* \$80 93



	<i>Amount brought up,</i>	\$80 93
George W. Dunn, breaking out roads,		38 12
" " plough and scraper,		25 15
Alonzo S. Fiske, breaking out roads,		33 25
" " plough and scraper,		20 03
" " railing for road and bridge,		36 53
Stephen Seaverns, breaking out roads,		32 00
" " plough and scraper,		24 15
" " relaying drain,		14 50
Horace Leadbetter, breaking out roads,		25 12
" " plough and scraper,		24 40
Benjamin Peirce, Jr., breaking out roads,		7 25
Sophia A. Clark, land for new road,		20 00
Samuel F. Clark, filling road in Leadbetter swamp,		30 00
Increase Leadbetter, Jr., for do. do.		39 00
Benjamin Jones, gravel for same,		6 00
		<hr/>
		\$456 43

## SUPPORT OF POOR.

\$1,049 49

[For items, see Report of Overseers of Poor.]

## STATE TAX.

\$339 00

## LOANS AND INTEREST.

Thomas B. Jones, loan,	300 00
" " interest,	16 15
Emily J. Coburn, "	30 00
Estate of John Jones, "	48 00
Harvard Bank,	30 00
Weston Town Library,	78 00
Benjamin Peirce,	66 00
	<hr/>
	\$568 15

## INCIDENTAL EXPENSES.

Horace Hews, stationery,	1 50
Increase Leadbetter, wood for town-house,	5 63
John M. Hewes, printing Reports,	44 49
Patrick Burke, for labor,	1 25
Crosby, Nichols, Lee & Co., for binding books,	7 88
Insurance on Library in Quincy Mutual,	19 00
Charles Dunn, for wood for town-house,	8 50
George Clemens, labor,	2 00
Francis Buttrick, tables and horses,	8 50
Weston Town Library,	60 00
Tax to Town of Lincoln,	5 42
Josiah Hastings, for printing,	1 00
M. & J. Jones, setting glass, &c.,	1 20
Crosby, Nichols, Lee & Co., chalk crayons,	3 68
George W. Cutting & Son, bill of items,	52 16
Books furnished scholars in exchange,	10 20
Abatement of taxes,	74 13
William Jones, labor,	2 00
Theodore Jones, returning 36 deaths,	3 60
	<hr/>
	\$312 14

## SERVICES OF TOWN OFFICERS.

C. H. Topliff, for schools, . . . . .	25 00	
Nathan Hagar, " " . . . . .	25 00	
Edwin Hobbs, " " . . . . .	25 88	
John Coburn, librarian, 1860, . . . . .	40 00	
Alonzo S. Fiske, assessor, . . . . .	41 75	
Benjamin Peirce, Jr., " . . . . .	17 50	
Abijah Coburn, " . . . . .	17 50	
School Committee, for repairs and purchases for schools, . . . . .	18 00	
Selectmen, for perambulating line between Weston and Wayland, . . . . .	59 88	
Joel Upham, liquor agent, . . . . .	30 00	
James Keyes, care of town-hall, . . . . .	17 26	
Increase Leadbetter, Jr., for viewing roads, . . . . .	3 00	
Simeon W. Brown, collector, . . . . .	111 23	
John Coburn, librarian, 1861, . . . . .	40 00	
Horace Hews, treasurer, . . . . .	25 00	
	<hr/>	\$497 00

## SCHEDULE OF TOWN DEBTS.

Weston Town Library, loan, . . . . .	1,300 00	
Benjamin Peirce, " . . . . .	1,100 00	
Harvard Bank, " . . . . .	1,000 00	
Estate of John Jones, " . . . . .	800 00	
Emily J. Coburn, " . . . . .	700 00	
Marshall Jones, " . . . . .	300 00	
The First Parish in Weston, loan, . . . . .	300 00	
	<hr/>	\$5,500 00

## CASH ASSETS.

Balance in hands of Treasurer, . . . . .	645 62	
Taxes uncollected, . . . . .	339 10	
	<hr/>	\$984 72

## PROPERTY OWNED BY THE TOWN.

Town-house, which cost, . . . . .	4,078 62	
Six School-houses and land, which cost, . . . . .	8,871 94	
Alms-house and 80 acres of land, with stock and tools, estimated value, . . . . .	4,500 00	
Ploughs and scrapers on hand, which cost, . . . . .	105 88	
	<hr/>	\$17,556 44

## VALUATION OF THE TOWN.

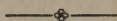
Real Estate, . . . . .	\$540,283 00	
Personal Property, . . . . .	423,017 00	
	<hr/>	\$963,300 00
State, County and Town Tax, \$5.10 per \$1000.		
Highway Tax, . . . . .	.90 per \$1000.	



# REPORT

## OF THE

# OVERSEERS OF THE POOR.



The Overseers of the Poor for the Town of Weston herewith submit their Annual Report for the year ending March 1st, 1862.

### EXPENDITURES.

Paid H. Wheeler, Superintendent, for one year's services, . . . . .	\$225.00
" Laborers, . . . . .	132.91
" for Shoats, . . . . .	9.78
" for Heifers, . . . . .	38.00
" for Blacksmithing, . . . . .	27.55
" J. W. Parmenter for coal, . . . . .	23.62
" for pasturing cattle, . . . . .	11.99
" Edward Coburn for meat, . . . . .	106.67
" for groceries and sundry articles, . . . . .	258.30
" Dr. O. E. Hunt for medical services, . . . . .	49.85
" H. Wheeler for house rent, . . . . .	50.00
" for furniture for the new house, . . . . .	84.85
" for bedding and clothing, . . . . .	68.65
" City of Charlestown for wife of W. Fiske, . . . . .	6.00
" Town of Saugus for aid furnished Charles Hobbs and family, . . . . .	52.94
" for aid furnished Amos Gleason, . . . . .	35.34
" Vermont Asylum for the Insane, board of Wm. Fiske one year, . . . . .	116.00
" Overseers for their services, . . . . .	30.00
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	\$1,326.85

## RECEIPTS.

Received from sale of calves, . . . .	\$59.34
“ for eggs and poultry, . . . .	38.40
“ for potatoes, . . . .	25.45
“ for oats, . . . .	10.50
“ for board of laborers on house, . .	27.12
“ for hay and straw, . . . .	77.10
“ for labor of Superintendent off from the farm, . . . .	10.25
“ for old lumber, &c., . . . .	29.20
“ from H. Hews, treasurer, . . . .	1,049.49
	<hr/>
	\$1,326.85

The number of persons supported wholly by the town is seven, six males and one female. Their ages are, one 87 years, one 73, two 57, one 49, one 43, and one 12. With the exception of two who have been under the physician's care about one half of the year, the general health of the inmates has been good. Only two, however, are able to perform much labor. In the construction of the new Alms-house the past season, the Overseers deemed it for the interest of the town to coöperate with the Building Committee and render all the aid in their power. They accordingly placed at the disposal of said Committee the Superintendent, with his help and team. The cost of building, the Overseers making no charge for the aid rendered, was in this way materially diminished. The disarrangement consequent upon the interruption of the farm labor and the inconvenience of living at a distance from the work, and the loss of the dairy during the last part of the season, reduced the income and increased the expenses.

Nine persons out of the Alms-house have been furnished with assistance the past year, and eighty-four temporarily relieved with food and clothing.

Much of the furniture of the old house, which was but meagerly furnished, was wholly unfit to be returned to the new house.

We were therefore under the unavoidable necessity of furnishing it anew in part.

These causes, together with a heavy medical bill, and unexpected calls for aid out of the Alms-house, have conspired to make the drafts upon the treasury much heavier than usual. But we are satisfied that the seemingly large expenditure has been judiciously made. A plain, solid, substantial house has been built, well calculated for its design, for which the Building Committee deserve great credit. Additional furniture will be needed, should the number of the inmates be increased.

In conclusion we would most cordially invite all our citizens and every one interested in the comfort and care of the unfortunate poor, of whom it was said, "The poor ye always have with you," to call and see and examine for themselves.

Respectfully submitted,

ALONZO S. FISKE,	}	<i>Overseers of the Poor.</i>
MARSHALL CUTTING,		
EDWARD COBURN,		





# REPORT

## OF

# THE SCHOOL COMMITTEE,

### FOR THE YEAR ENDING MARCH 31, 1862.



THE School Committee having prosecuted their work through the year, herewith submit their Annual Report.

The number of schools in town, is . . . . .	7
Number of teachers the past year, . . . . .	7
Number of scholars in the High School, first term, .	39
Number of scholars in the High School, second term, .	50
Whole number of scholars in the District Schools, first term, . . . . .	202
Whole number of scholars in the District Schools, second term, . . . . .	184
Whole number of scholars in the District Schools, third term, . . . . .	188
Percentage of average attendance for the year.	
In School No. 3, . . . . .	95
In School No. 4, . . . . .	88
In School No. 5, . . . . .	84
In High School, . . . . .	83
In School No. 1, . . . . .	80
In School No. 6, . . . . .	78
In School No. 2, . . . . .	76
Mean average attendance of all the Schools, . . .	83
Whole number of times scholars have been tardy, .	839
Number of scholars whose attendance has been perfect for a single term, . . . . .	36

The number whose attendance has been perfect for two terms, . . . . .	15
The number whose attendance has been perfect for three terms, . . . . .	4
Three of whom, viz., Martha E. Fiske, Mary W. Freeman, and Emma Stone, belonged to School No. 4, and Sarah A. Hastings to School No. 1.	
Number of scholars under five years of age, . . . . .	8
Number over fifteen years of age, . . . . .	36
Number of persons between the ages of five and fifteen years, as registered by the Assessors, May 1, 1861,	227
Amount raised by tax for Public Schools, . . . . .	\$1,585.00
Amount received from State School Fund, . . . . .	42.12
Amount received for tuition for out-of-town scholars, . . . . .	9.33
Length of High School, . . . . .	6 months.
Amount paid for instruction at, \$50 per month, . . . . .	\$300.00
Amount paid for fuel and care of room, . . . . .	25.50
Average length of District Schools, . . . . .	9 $\frac{2}{3}$ mos.
Amount paid for instruction, at \$20 per month, . . . . .	1,165.00
Amount paid for fuel in the Districts, . . . . .	128.36
Amount paid for care of rooms, . . . . .	42.00

These statistics indicate, to a good degree, the state of the Schools. And we call attention to them the more cheerfully because in most respects they show an improved condition over last year. Last year there was no school whose average attendance for the year was over 90 per cent., and there were three below 80 per cent. This year one School shows an average of 95 per cent., and there are but two below 80. There has been a gain on the whole, of about 4 per cent. Some terms have presented a remarkable degree of attendance. The register of School No. 3 shows that during the first term no scholar was absent more than two days each; and that the whole loss from absence of a term of 14 weeks was but 13 $\frac{1}{2}$  days. The average attendance was 98 $\frac{1}{2}$  per cent. The second term was nearly as good as the first, the average being but one per cent. below the first term.

The number of tardy marks has been diminished from 941 re-



ported last year, to 839 the present year. But still there is great room for improvement the ensuing year. The tardy children or dilatory parents seem to be very unequally distributed over the town. One school, with only about twenty scholars, has over two hundred tardy marks, while another, with near seventy scholars, has only fifty, that is, in proportion to the size of the school, one school has more than twelve times as many tardy members as the other. The number, however, is small that bears the reproach of interrupting the schools so frequently. There are connected with each school a large number who are always punctual. The average number the past year has been about 125 that have been wholly free from tardy marks, and from fifty to seventy-five others that have had but one tardy mark a term, while the remaining forty or fifty scholars have the heavy balance charged to them. Let us hope that a suitable effort on the part of a few families will be made to diminish this evil, and let every scholar be very anxious to be free from the reproach of having even ONE tardy mark.

Prominent attention has been given to the younger classes in the several schools the past year. From one third to one half of the whole number in the District Schools are eight years old and under. This class, when the schools were mixed, that is, contained scholars of all ages, received but a very limited portion of the teacher's time. But since provision has been made for all scholars over 12 years in the Centre School, we have directed the teachers to give more than the full share of their time to the younger classes. If any scholars are to be neglected, let them be the older scholars. For if a few, for the sake of convenience, are found in the District Schools who should be at the Centre, they must not expect to receive so much attention or so careful instruction as they would receive if they were in the schools provided for them. We have sought also to diminish the number and variety of the studies in the District Schools. When we had mixed schools, and the studies were many and varied, the speed with which a teacher could turn off recitations was considered a chief excellence. A hurried recitation for advanced scholars may be of some service, but for quite young children we believe it is a

positive injury. Time must be taken for patient instruction, for full illustration and for careful training, that habits of thought and study may be correctly formed. Reading, spelling, writing, arithmetic, and the simpler portions of geography and grammar, should be the limit of study in the District Schools. More attention should be given to reading and spelling than has been given to these in former years.

At the last examination of the several District Schools, the Committee introduced a spelling exercise. Six words were assigned to each scholar, selected from any of his lessons for the previous term. The result was that in school No. 1, twenty-two per cent. of the words were missed, in No. 2, twenty-seven per cent., in No. 3, twenty-four per cent., in No. 4, nineteen per cent., in No. 5, twenty-five per cent., in No. 6, thirty-one per cent.; making a mean average of twenty-four and two-thirds per cent., or about one quarter of the whole were missed. It is quite probable that upon another trial some of the scholars would do much better, but yet there is no doubt but that many words are passed in the spelling lesson which all in the class are not able to spell. It appeared to the Committee also, that the older scholars missed a larger proportion of words than the younger scholars. Hence the inference that other books have usurped the place of the spelling book, and that scholars have, to some extent, neglected their spelling exercise.

We judge from the examinations that more attention has been given to the reading exercises than to the spelling, and the reading classes should manifest progress. In some instances, too much attention seemed to be bestowed on the mechanical part of reading, and too little on the intellectual. It is to be hoped that a very high standing of reading will be sought and maintained as the pride and ornament of our schools.

The writing books submitted to examination, did not, on the whole, exhibit all the marks of excellence of former years. Sometimes, instead of following the copy, a letter was omitted, or some mistake made near the top of the page, and the error introduced through carelessness was continued to the bottom of the page. To guard against mistakes, and to insure carefulness

on the part of the scholar, we would recommend to teachers that after scholars have written two or three lines, they should pause till the teacher has inspected and directed their attention to particular points to be attended to, then the scholar should write two or three lines more and pause as before. After giving the necessary instruction, teachers should require, with the utmost strictness, an exact imitation of the copy.

During the school year no change has been made or found necessary in the system or the methods previously adopted. Another year's experience tends to confirm our opinion that our school system is placed on the best bases our circumstances will allow. We have enjoyed the labors of a most faithful and devoted set of teachers. We have never been better satisfied with the results of the year than with those of last year. Nor has there been a year when we have felt that the town received a more ample return for the money expended than the last year. The government in the several schools has been mild and gentle, while the authority of the teachers has been maintained, and obedience cheerfully rendered.

We have not deemed it necessary to report the condition of the schools separately, for there has been exhibited such uniformity that the character given to one will apply to all. The teachers have all had more or less experience in teaching; some have had several years' experience in the same schools.

The Centre School has had to fill the double office, being both a Grammar and High School at the same time. Scholars are admitted to it when they attain a certain age, whatever may be their scholarship. Many scholars, whose parents feel unable to bear the expense of sending their children away, finish their school education here. It has therefore been the aim of the Committee to provide for this class of scholars to the extent of their means. They have sought to secure teachers who were qualified to advance their pupils as far as they would be likely to go if they were at an Academy. To do this we have experienced great difficulty in procuring teachers, and have had but a limited number from which to choose. The compensation is inconsiderable compared with the class of teachers we seek. Their qualifications usually



prepare them to command a higher salary, but more especially to secure for them a yearly situation.

The School, containing as it always has, scholars of greatly varied attainments, has required the formation of a large number of classes, and as a consequence thoroughness in instruction has been sacrificed to some extent, for every farmer knows that if he attempts to cultivate fifty acres of land with the help that can be profitably employed on ten acres, the work must be hastily and slightly done. Here then the suggestion comes, why not reduce the size of the field, if it is too large to be well cultivated by your help? And our answer is, we do not know what we could do with the portion cut off. It is far easier to cut off than it is to say what shall be done with the portion cut off.

We could raise the qualification for admission, and admit only by examination. In this way we could shut out several of the lower classes, and make the school more strictly a High School. But one chief object of the Centre School was to bring the District Schools within the limits and capacity of female teachers. And it is proverbial that dull scholars are the most difficult class to govern. If scholarship was the only criterion of admission, then the District Schools would be composed of young scholars and dull older scholars whose influence would be very injurious on the younger class with whom they would be compelled to associate more intimately. We fancy our female teachers would not favor such a change, nor would the parents of the younger scholars recommend it.

Would it be desirable to cut off a portion of the more advanced scholars in order to secure greater thoroughness? Doing this we should make the Centre School more strictly a Grammar School. For a lower grade of teachers we should doubtless have a larger number of applicants, and might be able to make better selections. But we should leave a class of scholars by no means small unprovided for, and a class which cannot provide for themselves. Shall we say to the son or daughter of the man of limited means, who is anxious to obtain a good education, we may not furnish you the facilities beyond a very limited point, or shall we encourage them to do the most they can for themselves by offering them such aid as

our means will allow? We are satisfied we ought to say to every scholar in town, prosecute your education under whatever circumstances, and if your parents are unable to afford you better facilities, we will offer you the best we can.

We have eighty scholars over thirteen years of age. These need the best instruction of a male teacher, capable of teaching, not only the common branches of public school education, but also the higher branches. To send ten of the eighty out of town to school would cost their parents more than to maintain a school of high grade for the eighty in town. The school cannot be suspended without greatly disorganizing the District Schools, all of which are now in a most excellent condition. It would involve the necessity of employing two or three male teachers at least, and thereby increasing the expense without improving the schools. School No. 4 contained last winter fifty-three scholars, and there were fifteen in the Centre School from the limits of that school, making the number larger than the school-room would accommodate, or one teacher could care for. School No. 1 contained forty scholars, and there are fifteen from this district in the Centre School. If these were returned to the District School, a male teacher would be needed here too. Sixteen would be returned to No. 2, making the number forty-five, and rendering the expediency of employing a female teacher very doubtful.

In view of the whole matter, to make our schools as complete as they may be, and yet not exceed our ability or make our school tax a heavy one, we are prepared to recommend and strongly urge that the grant for school purposes be increased the ensuing year \$150. We should not offer this recommendation at this time when retrenchment is rightly considered the order of the day, if we did regard the measure as very essential. With this slight increase we shall be able to add another term to the school, make our choice from a better class of teachers, and we believe more than double the efficiency and worth of the school.

CALVIN H. TOPLIFF,	} <i>School</i> <i>Committee.</i>
NATHAN HAGAR,	
EDWIN HOBBS,	

## RULES OF THE SCHOOL COMMITTEE.

The following Rules have been adopted by the School Committee for the present year, and teachers are expected carefully to observe them.

RULE 1. The holidays appointed by the State shall be observed by the schools as such, namely, Fourth of July, Thanksgiving day, Christmas day, Washington's birthday, Fast day, and the old Election day, the last Wednesday in May. No other days shall be taken as holidays, except by special permission of the School Committee.

RULE 2. All teachers shall punctually observe the hours appointed for opening and closing the schools, and no more than three minutes shall be allowed for scholars to assemble, after the appointed hour. *Provided*, that this rule shall not be so construed, as to prevent the teacher from the judicious exercise of the right to detain a pupil for a reasonable time, after the regular hour of dismissing school, either for the purposes of discipline, or to make up neglected lessons.

RULE 3. Teachers are required to be present at least TEN MINUTES before the time prescribed for commencing school. It shall also be their duty to give attention to the temperature and ventilation of the school-rooms, and give such instructions to the persons having charge of the rooms, as may be necessary in regard to the fires and cleanliness of the rooms; and also to report to the Committee any damage that may have been done to the room or furniture, and the name of the delinquent person, if known.

RULE 4. The morning exercises of all the schools shall commence with reading a portion of the Scriptures in the common version, to be followed by prayer, either the LORD'S PRAYER, or such suitable form as the teacher may adopt.

RULE 5. Teachers shall be required to fill out the registers each week, and if report cards are furnished, to send them, each week, to the parents of the scholars, who are requested to fill the column of absences, that if there has been any truancy, it may be detected.

RULE 6. Teachers are not to depend on the report which scholars may give of their studies or deportment; but keep a separate and distinct account themselves.

RULE 7. Teachers shall aim at such discipline in their schools as would be exercised by a kind, judicious parent in his family; and shall avoid cor-



corporeal punishment in all cases where good order can be preserved by milder means; but if, in the judgment of the teacher, for the good of the scholar or the school, it becomes necessary to inflict corporeal punishment, the teacher shall report to the Committee, at the first opportunity after, the case, and the necessity for the punishment.

RULE 8. At least twenty minutes a day, four times a week, shall be devoted to writing.

RULE 9. Teachers shall not be allowed to advance their classes from one book to another without consulting the Committee.

RULE 10. In cases where children fail to be supplied with books, a written notice of the book or books needed, shall be sent to the parent or guardian of the scholar; and after a suitable time, the teacher, if the scholar is still without books, shall send a similar notice to the Committee, who will furnish books, according to the provision of the statute.

RULE 11. The boundaries of the several schools shall remain the same as before the districts were dissolved.

## TEXT-BOOKS.

The following is a list of text-books authorized by the Committee to be used in the Public Schools:—

ORTHOGRAPHY,	. . .	Russell's and Progressive Speller.
READER,	. . .	The Progressive Primer, and Readers to the Fourth.
ARITHMETIC,	. . .	Greenleaf's Primary, Intellectual and Common School.
GEOGRAPHY,	. . .	Colton and Fitch's Introductory, Modern, and Fitch's Physical Geography.
GRAMMAR,	. . .	Tower's Elements and Common School, and Green's Analysis.
PHYSIOLOGY AND HYGIENE,		Cutter's.
HISTORY,	. . .	Goodrich's.
PENMANSHIP,	. . .	Payson, Dunton and Scribner's; Nos. I. to XI., as the teacher shall direct.

All scholars who write are required to write compositions, letters or essays, every other week, and recite pieces the intervening weeks.

## TEXT-BOOKS OF THE HIGH SCHOOL.

READERS, . . .	The Progressive Fourth and Fifth Reader.
ARITHMETIC, . . .	Eaton's.
GRAMMAR, . . .	Tower's Common School.
ALGEBRA, . . .	Davies's First Lessons and Bourdon.
GEOMETRY, . . .	Davies's Legendre.
PHILOSOPHY, . . .	Comstock's.
HISTORY, . . .	Goodrich's.
GEOGRAPHY, . . .	Colton and Fitch's Modern, Cornell's High School, and Fitch's Physical.
BOOK-KEEPING, . . .	Hannaford & Payson's.
CHEMISTRY, . . .	Stöckhardt's.
GEOLOGY, . . .	Hitchcock's.
LATIN, . . .	Andrews' First Lessons, Andrews and Stoddard's Grammar, Cæsar's Commentaries, Cicero's Orations and Virgil.
PENMANSHIP, . . .	Payson, Dutton and Scribner's; such Nos. as the teacher shall order.

Exercises in either composition or declamation are expected every other week by all the school.

REPORT  
OF  
THE LIBRARY COMMITTEE,  
For 1861.

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THE Library has been in operation four years, and its usefulness not only continues unabated, but rapidly increases. The books have been more largely drawn the past, than during any preceding year. Persons of all conditions and ages, (within the prescribed limits,) have sought its invaluable treasures. Youth, maturity and age, from every portion of the town, meet here with equal privileges. Individuals of all ranks, parties and sects, here mingle in indistinguishable fraternity. Indiscriminate association ignores the circumstantial inequalities of life. The elevations of office and the grandeur of wealth are banished from a sphere where mind, knowledge and moral worth, are the standard of the man. By social intercourse, old prejudices dissolve away, and animosity gives place to friendship. New acquaintances are formed, and mutual esteem engendered. These are some of the incidental benefits of the library.

Our public schools are believed to be in very successful progress. Yet they alone are not considered sufficient to prepare the scholars for the higher duties of life. Of course, they are of primary importance. Mental culture, though attended with, should precede the accumulation of knowledge. The schools develop, amplify and strengthen, the faculties of mind. The library



furnishes the means by which these faculties, thus prepared, achieve their highest results.

The well-trained intellect, abundantly stored with such information as can be gathered from books, is more productive and influential than the same mind barren of knowledge, except such as must accrue from elementary teaching. The school makes mind—the library provides the material through which the mind acts upon the world without, and upon other minds. The school is the lever—the library the fulcrum, of influence and power. Both are important, though not in equal degree. The school gives the ability to understand and use the library; the library is auxiliary to the school. Both institutions are highly prized by our people, and commendably patronized.

The average number of volumes drawn from the library per month, is 461.

The whole number taken from the library during the year, is 5,532.

The order in which the several classes of books are most extensively sought, is as follows:—Fiction, Juvenile, Biography, Travels, History, Religious, Agriculture, Miscellany, Poetry, Educational, Magazines.

The number of volumes purchased during the year, is 126.

The library now contains about 2,000 volumes.

The library fund, (Merriam donation \$1,000, Fiske donation \$300,) is \$1,300.

Income of fund is \$78 per year.

Yearly appropriation by town is \$60.

The salary of Librarian is \$40.

The services of Library Committee have always been gratuitous.

As seen above, Fiction is more generally read than any other division of the library. This was expected, and to gratify the popular wish, this department has been more liberally supplied than any other. In the selection of these books, the Committee have used considerable discrimination. We believe most of these books have literary merit, and exert a salutary, elevating influence, while none of them are directly immoral or vitiating.

The principal advantage of this class of reading is amusement.

Its claims to utility are somewhat visionary. Its pretensions are, that it cultivates the social virtues, refines the sensibilities, fertilizes the imagination, and in conversation gives delicacy of sentiment and elegance of expression; while, at the same time, it inculcates many sound maxims, and portrays in vivid colors the operations of the several passions.

To read for amusement is proper, and may rightly divide the time with more solid and practical reading. After long continued, and especially intense thought, the mind needs relaxation. It must unbend or its vigor is diminished and its elasticity destroyed. Under such circumstances the tired mind may profitably regale itself with fictitious writings. They relieve mental fatigue, and furnish an agreeable intellectual diversion. The easy fluency and elegant verbiage of many novels are delightful and enchanting. They require no thought and but little memory, and are expended chiefly on the feelings and imagination. Though they neither store the memory with useful facts, nor strengthen the reasoning powers by exercise, yet they subserve an important purpose, and should not be wholly discarded. Love and hate, friendship and enmity, vice, avarice, prodigality, revenge, and all the foibles and idiosyncrasies of character, need illustration and exemplification, and are no where more impressively taught than in our standard works of fiction. Judiciously used, they have an important value.

But most pleasures have their dangers, and fiction not the least. When it engrosses most of the time spared from manual employments and educational pursuits; when it usurps the hours that should be devoted to biography, travels, history, treatises on art and agriculture, and kindred sources of necessary and useful knowledge; when it creates a positive disinclination to these latter, and renders their perusal irksome and ungenial; when the feelings are wrought up to their highest tension for a long period, and the imagination sports in dizzy altitudes through unreal coloring; *then* it is palpably injurious. Let fictitious works have their just proportion of time, and they refine, amuse and instruct. Let them absorb the entire attention, and they debilitate the mind, morbidly excite the sensibilities, and render their devotee nervous and impractical. While we limitedly commend these

books, allow us to caution the readers of the library against their *disproportionate* use.

At the annual April Town meeting of 1861, the Library Committee were instructed to report a plan for a library-room, more commodious than the present one, with the estimated cost of the same, at the April Town meeting of 1862. The Committee have attended to this duty and report:—

“The room that now contains the library is too small for that purpose. It does not furnish sufficient space for all to *stand* on, who are sometimes present on library days; much less, for any considerable number to sit. It is rare to have a library meeting when the room is not inconveniently crowded, though seats are never provided. Some of the utility and much of the pleasantness of the library are thus prevented. A library-room is not only for delivery of books, but for social intercourse and friendly greeting; and should be furnished with settees enough to accommodate all who desire to sit.

“Three plans are suggested. One is, to finish off a room in the basement of the house, perhaps occupying one half of the present cellar;—the second is, to enlarge the Town-house by adding twenty feet to its northern end, and have the library in the rear of the school-room, on the lower floor;—the third plan is, to move the school-room back into the addition, and have the library in front. The first would be the least expensive; but we think it would be somewhat dark and damp, and, therefore, do not recommend it.

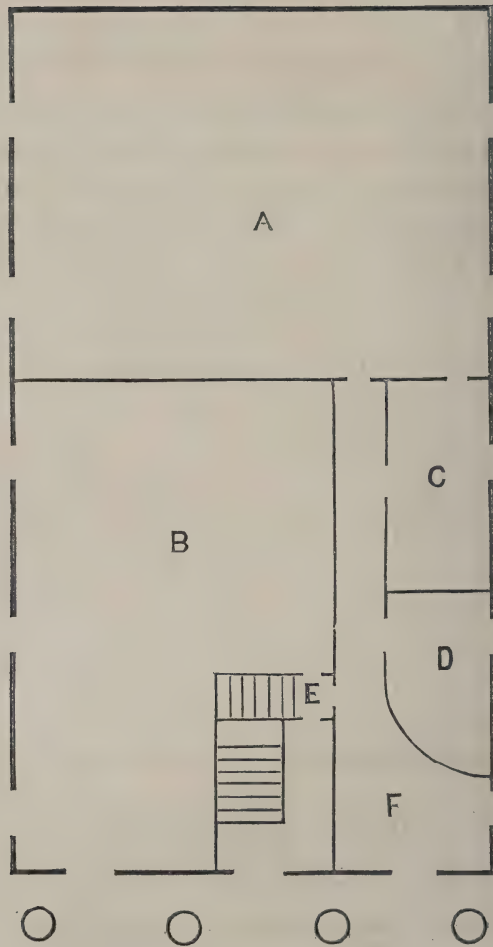
“To enlarge the Town-house by the addition of twenty feet, we think the more feasible. This enlargement would give us a double benefit—an ample library-room, and an addition to the upper hall of about 700 square feet. This latter improvement is considered quite desirable and necessary by many. The present hall is thought too small for all the purposes for which it is used. According to the second plan, the library-room would be 25 by 36 feet. To obtain this, five feet in width could be taken from the north side of the school-room. This space can be spared without detriment to the school—the present room being larger than is needed for school purposes. The entrance to the library would



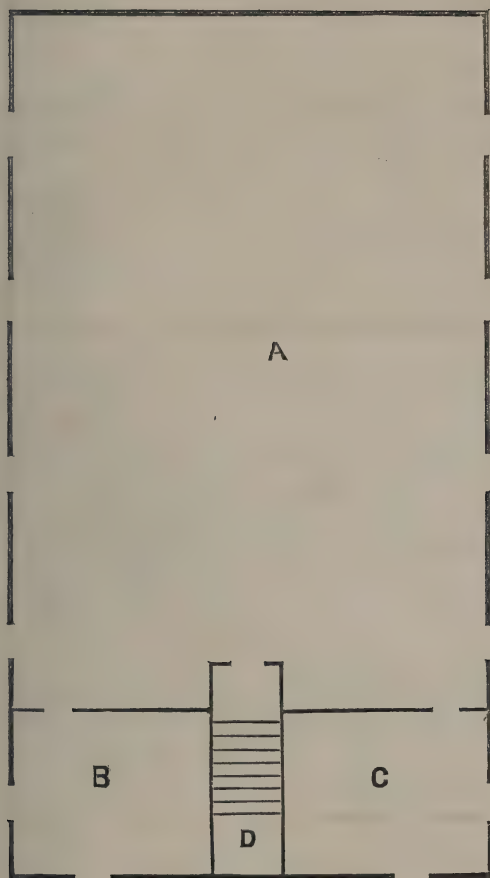
be at the side. (The third plan is sufficiently explained by the diagrams on the following pages.) The estimated cost of this addition, above the underpinning, and exclusive of shelves and furniture, is \$800. The adoption of the third plan would involve about \$150 cost above that estimate.

“The advantages of the alterations suggested by the third plan are, that the library would be entered from front, the entrance to upper hall be separated from entrance to school-room, and two lobbies be furnished for use of school, and two for upper hall, together with a more ample and direct entrance to the hall.”

OTIS E. HUNT,	}	<i>Library Committee.</i>
C. H. TOPLIFF,		
NAHUM SMITH,		



The above shows the alterations proposed on the first floor. A—School Room, 30 by 35 feet. B—Library Room, entrance in front, where the window now is, 21 by 42 feet. C—Girls' Clothes Room, and may also be used as a recitation room, 10 by 18 feet. D—Boys' Clothes Room, 10 by 14 feet. E—Cellar stairs, entered by separate doors from Town Hall Library Room and School Room. F—Hall leading to School Room.



A—Town Hall, 35 by 59 feet. B & C—Lobbies, 13 by 15 feet, leading into the Town Hall. D—Stairway direct from the centre door.



## TREASURER'S REPORT.

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The undersigned, Treasurer of the Weston Town Library, herewith submits his account of Receipts and Expenditures for the year ending this day.

HORACE HEWS.

WESTON, MARCH 31, 1862.

### DR.

1861.

April 1.	Balance from former account,	.	.	.	.	.	\$300 00
	Town of Weston, interest,	.	.	.	.	.	30 00
	“ “ “ “	.	.	.	.	.	9 00
	Appropriation of Town for Library,	.	.	.	.	.	60 00
	Town of Weston, interest,	.	.	.	.	.	30 00
	“ “ “ “	.	.	.	.	.	9 00
	Received for fines,	.	.	.	.	.	3 55
							\$441 55

### CR.

Paid the Town of Weston,	.	.	.	.	.	\$300 00
“ Assignees of Crosby, Nichols, Lee & Co., for books,						26 56
“ Crosby & Nichols, for books,	.	.	.	.	.	72 00
“ “ “ “	.	.	.	.	.	30 00
“ Moore's Express,	.	.	.	.	.	38
Balance in hand is	.	.	.	.	.	12 61
						\$441 55

### Investments.

Town of Weston, “Merriam Fund,”	.	.	.	\$1,000 00
“ “ “ bequest of Isaac Fiske, Esq.,	.	.	.	300 00
				\$1,300 00

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